

SITUATIONAL ANALYSIS / SOCIAL CONTEXT	CONCEPTUAL FRAMEWORK FOR MEDICAL EDUCATION / STRATEGIES	COURSE TOPICS	ACTIVITIES / OUTPUT REQUIREMENTS
1 Human rights of patients, health professionals 2 Human rights vulnerabilities of people in the communities	Rights-based Medical Education	Health and Human Rights Hippocratic Oath / Medical Ethics Health, Peace & Justice International Humanitarian Law Internal Displacement HIV/AIDS	Case Conference Critique Paper IGU/CSO/PO Engagement Education Forum
1 Climate Change 2 Unsustainable Development 3 Millennium Development Goals – How much have we achieved	Sustainable Medical Education -- DMSF Committed to register as Regional Center of Excellence (RCE) for Sustainable Development	Health Care Environmentalism or Green Medicine Climate Change & Climate Justice Sustainable & Inclusive Development MDG IP HEALTH	Evaluation Center Expos and Rapid Health Needs Assessment Evaluation Camp Management
1 Dominant Medicine becoming commodified and does not emphasize healing 2 Existence of other medical cultures that focus on healing but struggling to be recognized	Integrative Medical Education Holistic Medicine	Integrative Medicine Asian Medicine Indigenous Medicine	Exposure to Community-based Health Programs covering Indigenous People Critique Paper

Models of Health Care



Models of Health Care



Models of Health Care



ENGAGED CITIZENSHIP MODEL: KIPA STRATEGY (Lorna Jean Edmonds, 2005)

KNOWLEDGE to build capacity

build capacity, information, critical analysis

INCLUSION to ensure integration

of affected people (e.g. survivors of climate change, mining disasters, PWD, PLHIV/AIDS)

PARTICIPATION to ensure a voice

program management, legislation

ACCESS to increase visibility

equal economic opportunity





RIGHTS OF MOTHER EARTH (Universal Declaration)



RIGHTS OF MOTHER EARTH

"Corporations have been assigned legal personhood, and corporate rights are now extinguishing the rights of the earth, as well as the rights of people to the earth's gifts and resources," CC Falkan.

People all over the world have started to reject Corporate Reductionism and are calling for all to become Earth Citizens.

Environmental Advocacy



People's response to the crisis

Our environmental advocacy is

- People-oriented
- Scientific
- Patriotic





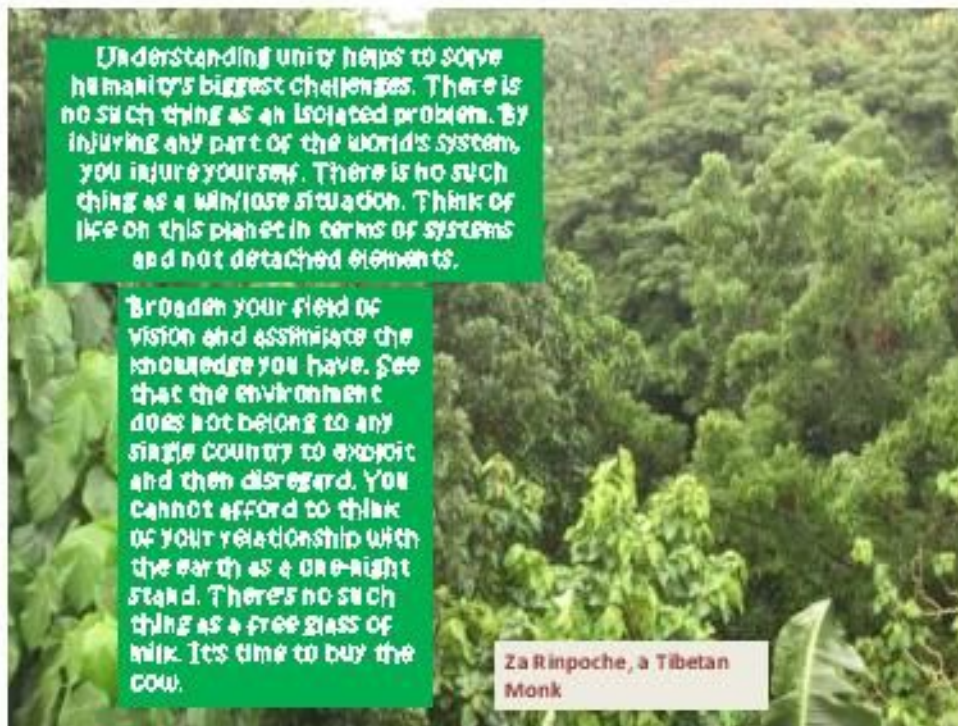
- 8 international development goals
- all 193 United Nations member states and
- at least 23 international organizations have agreed to achieve
- by the year 2015.

MDG 7:
Environmental Sustainability

PRECAUTIONARY PRINCIPLE

When there are reasonable grounds to indicate potential harm to health & environment, precautionary action should be taken even if cause and effect relationship has not been established scientifically.

- Wingspread Statement, 1998



REFERENCES:

- http://en.wikipedia.org/wiki/Typhoon_Haiyan
<http://en.wikipedia.org/wiki/Bopha!>
http://en.wikipedia.org/wiki/2005_Pacific_typhoon_season#Tropical_Storm_Washi
<http://www.ecoteneo.org/?p=1525>
<http://pvccc.wordpress.com/programa/>, World People's Conference on Climate Change and the Rights of Mother Earth
 Energy Facts: Health Effects from Coal Use in Energy Generation. Health Care Without Harm
 Environmental and Social Impacts of the Mindanao STEAG Coal Fired Power Plant in Villanueva, Misamis Oriental. International Alert and Alternate Forum for Research in Mindanao, 2013
 Lockwood AH et al. Coal's Assault on Human Health. Physicians for Social Responsibility Nov 2009
 National Environmental Situation. Kalikasan People's Network for the Environment Center for Environmental Concerns - Philippines
 Oswaldo de Rivero. The Myth of Development. The Non-viable Economies of the 21st Century. 2003
 Su-Ming Khoo. The Millennium Development Goals: A Critical Discussion. Trocaire Development Review, 2005
 The Unpaid Health Bill: How Coal Power Makes Us Sick. HEAL.2013

REFERENCES:

- Figura, SB et al. Reproductive Justice, Climate Justice and Peace. A Call for Solidarity, Not Population Control. 2008
 Human Development Reports. United Nations Development Program

The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI can also be used to question national policy choices, asking how two countries with the same level of GNI per capita can end up with different human development outcomes. These contrasts can stimulate debate about government policy priorities.

The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.

The health dimension is assessed by life expectancy at birth component of the HDI is calculated using a minimum value of 20 years and maximum value of 85 years. The education component of the HDI is measured by mean years of schooling for adults aged 25 years and expected years of schooling for children of school entering age. Mean years of schooling is estimated by UNESCO Institute for Statistics based on educational attainment data from censuses and surveys available in its database. Expected years of schooling estimates are based on enrolment by age at all levels of education. This indicator is produced by UNESCO Institute for Statistics. Expected years of schooling is capped at 18 years. The indicators are normalized using a minimum value of zero and maximum aspiration values of 25 and 18 years respectively. The two indices are combined into a mean index using arithmetic mean.

The standard of living dimension is measured by gross national income per capita. The goalpost for minimum income is \$100 (PPP) and the maximum is \$75,000 (PPP). The minimum value for GNI per capita, set at \$100, is justified by the considerable amount of unmeasured subsistence and non-market production in economies close to the minimum that is not captured in the official data. The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using geometric mean. Refer to Technical notes for more details.

The HDI does not reflect on inequalities, poverty, human security empowerment, etc. The HDRO offers the other composite indices as broader proxy on some of the key issues of human development, inequality, gender disparity and human poverty.

A fuller picture of a country's level of human development requires analysis of other indicators and information presented in the statistical annex of the report.

The new GDI measures gender gap in human development achievements in three basic dimensions of human development: health, measured by female and male life expectancy at birth; education, measured by female and male expected years of schooling for children and female and male mean years of schooling for adults ages 25 and older; and command over economic resources, measured by female and male estimated earned income.

The index uses the same methodology as in the HDI. The goalposts are about the same except for life expectancy at birth where the minimum and maximum goalposts are varied (minimum of 22.5 years and a maximum of 87.5 years for females; and the corresponding values for males are 17.5 years and 82.5 years. The rationale is to take into account a biological advantage averaging five years of life that females have over males. For more details on computation see Technical notes.

Countries are ranked based on the absolute deviation from gender parity in HDI. This means that ranking takes equally into consideration gender gaps hurting females, as well as those hurting males.

The GDI reveals that gender gaps in human development are pervasive. On average, at the global level, female HDI value is about 8% lower than male HDI but disparities do exist across countries, human development groups and regions. Across countries gender gaps in HDI values range between 0% and 40%. Gender gaps in HDI values tend to be smaller in the Very High Human Development Index group and widens as one moves towards the Low Human Development Index group (a gap of 2.5% to 17%). Across regions - it is lowest for the OECD countries at 3.6, followed by the Latin America and the Caribbean region (3.7%) to 17% in South Asia.

Gender inequality remains a major barrier to human development. Girls and women have made major strides since 1990, but they have not yet gained gender equity. The disadvantages facing women and girls are a major source of inequality. All too often, women and girls are discriminated against in health, education, political representation, labour market, etc — with negative repercussions for development of their capabilities and their freedom of choice. The GII measures gender inequalities in three important aspects of human development—reproductive health measured by maternal mortality ratio and adolescent birth rates; empowerment, measured by proportion of parliamentary seats occupied by females and proportion of adult females and males aged 25 years and older with at least some secondary education; and economic status expressed as labour market participation and measured by labour force participation rate of female and male populations aged 15 years and older. The GII sheds new light on the position of women in over 150 countries, it yields insights in gender gaps in major areas of human development. The component indicators highlight areas in need of critical policy intervention and it stimulates proactive thinking and public policy to overcome systemic disadvantages of women.

The GII is built on the same framework as the [HDI](#) and the [IHDI](#) — to better expose differences in the distribution of achievements between women and men. It measures the human development costs of gender inequality, thus the higher the GII value the more disparities between females and males. The GII values vary tremendously across countries, they range from 2.1 percent to 73.3 percent.

Countries with high gender inequality also experience more unequal distribution of human development.